

Inspection report for early years provision

Unique reference number	EY101187
Inspection date	24/03/2009
Inspector	Georgina Walker
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and children aged nine and six years. The whole of the ground floor and bathroom upstairs in the childminder's home is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via two steps. The family has a tank of goldfish. The childminder walks to the local school to take and collect children.

She operates a parent, carer and toddler group, attends other local groups and takes children to the library and park. She does not share and/or seek information in partnership with other early years settings at present as the children in the Early Years Foundation Stage (EYFS) age group only attend her service. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for four children at any one time and is currently minding one child in the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder, although their access to resources reflecting diversity is limited. A wide range of social experiences are provided for children; however, the planning of the learning and development requirements is not robust to ensure all areas of learning are regularly included. The assessments of progress and plans for overall next steps has not been instigated. Recent self-evaluation with clear targets for improvement and a range of policies and procedures shared with parents ensures the welfare of the children is promoted to ensure children are safeguarded.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the planning of activities across all areas of learning and the observations of children's progress to assist in promoting their next steps of development
- increase resources and activities which promote diversity and children's awareness of the wider world.

The leadership and management of the early years provision

The childminder has successfully addressed the previous recommendations relating to first aid qualifications and parents can be assured of children's well-being in the event of an accident. Copies of the policies and procedures are made available to parents, although they do not contain a written complaints statement, and effective partnerships are promoted through discussion and the sharing of a daily

diary to meet children's needs. Parents are encouraged to verbally share what they know about their child's developmental progress. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully promoted.

Recent self-evaluation and sound knowledge of the EYFS has resulted in the childminder setting realistic targets to improve her service. Training relating to the development of children under three has given the childminder an awareness to develop the learning aspects of the EYFS and more training has been booked. Risk assessments including one for visiting the large local park to picnic, play and see creatures in the natural world are maintained. The childminder has a range of documents which relate to child protection and a clear understanding of her responsibilities to safeguard children which she shares with parents as confirmed in the document they sign.

Good hygiene practices are followed to prevent the risk of infection and meals are served at the dining table in the conservatory to ensure children learn good manners, which are spontaneously used. The indoor environment is child-friendly as the children play or sleep in the front lounge and eagerly enjoy crafts, play games, dress up and have stories on the settee in the conservatory. A range of resources are presented and storage of other resources in the toy boxes ensure children can freely choose activities which leads to using their own initiative to instigate play. Outdoor play is thoroughly enjoyed with the wide range of resources to develop an extensive range of skills. Children instigate their own play with water, mark-making on the paving and watch the sun dry the marks with interest and related questions.

The quality and standards of the early years provision

Children's abilities are extended, although planning, observation and assessment has only recently been introduced and therefore not used to ensure that children achieve in relation to all areas of learning on a regular basis. The childminder has ordered record books to formalise her practices. The resources presented are varied and include planned crafts, such as potato printing. The childminder supports learning through a range of activities, including walks and outings each day which provide opportunities for physical play in local parks and at a range of toddler groups and soft-play centres and has obtained permission to take children swimming. Children are encouraged to be active and healthy as they walk to school, learning road safety, counting cars and discussing colours on the way. They are eager to play and learn in stimulating surroundings.

Children develop a positive awareness of themselves and their needs through the support of the childminder. Their meals are provided by parents and snacks of fruit, such as grapes and banana are chosen by the children from the variety offered. The children drink water from their own bottle placed on the table to meet individual needs. The children are encouraged to socialise and develop skills for the future, making friends with other children at the soft-play centre. They behave in ways that are safe for themselves and others being careful when negotiating the steps to the garden so they do not hurt themselves. Language is well-developed

as the childminder constantly talks to the children, extending their learning. Children have access to a wide variety of books, dolls, puzzles and games, including some with positive images of diversities within society to create an awareness of differences and acceptance and often take them home. They are supported to develop problem solving and other mathematical skills and use words spontaneously when discussing size and shape, for example of the water marks. Children use tools with good dexterity. The childminder has set herself the task of introducing children to more skills for their future by using the computer in the kitchen. Children have good imaginations, developed with the support of the childminder who provides a wide range of imaginary play resources and the play-house outdoors has a toy kitchen where children spend extended periods making 'tea' and serving dolls or other children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- produce a written statement of the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to Voluntary Childcare Register).

08/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate how any childminding training already undertaken complies with the principles of the 'common core skills and knowledge for the children's workforce' by checking with the local authority or provide evidence of how you will obtain a relevant childcare qualification by the required date (Qualifications and training)
- produce a written statement of the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to Childcare Register).

08/04/2009

08/04/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.